DOCUMENT RESUME

ED 107 815 CE 003 916

TITLE Career Awareness: Kindergarten.
INSTITUTION Boise City Independent School District, Idaho.
PUB DATE 74
NOTE 53p.; For related documents, see CE 003 916-922; Best copy available

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS *Career Awareness; *Career Education; Class Activities; *Curriculum Guides; Health Personnel; *Integrated Curriculum; Kindergarten; *Learning Activities; Merchants; Primary Education; Public Service Occupations; Role Playing; School Personnel; Self Actualization; Self Concept; Teacher Developed Materials; Transportation

ABSTRACT

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school subjects. For the elementary level, career awareness is the main thrust in this ongoing program to integrate students and community. Self-development and understanding is stressed, and activity and student involvement is the theme. The format for the kindergarten level, major objectives, evaluation rationale, a brief description of creative dramatics, and resource list are outlined in the introduction. In selecting specific jobs, the occupational clusters list was utilized. The two methods of study for kindergarten are: (1) the development of self-understanding through inquiry, discussion, and listening, with a variety of activities (role playing, puppetry, group discussion, problem situations, music, art, and readings); and (2) the learning activities integrating subjects with careers. The five units: self-awareness (eight activities); developing good health habits (nine activities); group member (three activities); school workers (nine activities); definition of work (seven activities); jobs in the community (55 activities divided into transportation, marketing and distribution, health and hygiene, and public service); and seven culminating activities, are organized under concept, objective, and materials headings. (JB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED107815

CAREER AWARENESS

KINDERGARTEN

BEST COPY AVAILABLE

BOISE IDAHO

CEO03716

ED107815

CAREER AWARENESS

KINDERGARTEN ACTIVITIES GUIDE

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
1207 Fort Street
Boise, Idaho 83702

Lloyd Eason
Superintendent

Summer, 1974

George King
Career Education Supervisor

George Washburn
Program Consultant

Cathy Tanner
Kindergarten Teacher, Hawthorne School
Curriculum Writer

TABLE OF CONTENTS

Page

I. INTRODUCTION. 1

II. CAREER EDUCATION FOR ALI STUDENTS 3

III. CAREER AWARENESS FORMAT--KINDERGARTEN 4

IV. CAREER AWARENESS OBJECTIVES 6

V. EVALUATION RATIONALE. 7

VI. CREATIVE DRAMATICS. 8

VII. BOOKS AND FILMS--KINDERGARTEN 9

VIII. KINDERGARTEN CAREER AWARENESS ACTIVITIES. 10

1. INTRODUCTION

A. Self Awareness--Who Am I? 11
B. Developing Good Health Habits 14
C. As a Group Member 17

2. SCHOOL WORKERS. 19

3. WHAT IS WORK? 23

4. JOBS OF THE COMMUNITY

A. Introduction. 27

B. Transportation. 28
a. Bus Driver. 29
b. Taxi Driver 30
c. Airport 31

C. Marketing and Distribution, Grocery 33

D. Health and Hygiene. 36
a. Doctors, Dentists 37
b. Barbers, Hairdressers 40
c. Sanitation Workers. 41

E. Public Service. 42
a. Fireman 43
b. Postman 45

5. CULMINATION PROJECTS. 47

INTRODUCTION

Why Career Education?

Young people of today are leaving school and facing an ever increasingly complex industrial world. In many instances, though they have taken the prescribed curriculum, they are not adequately prepared to meet the demands of this complex industrial world. Students for the most part are unaware of the many career opportunities that are available to them. They are unaware of those areas that best fit their particular talents and personality. They are unaware of what is necessary to be successful in an occupational role. Students are also unaware of how choosing a career can affect many facets of a person's life such as his leisure time activities, where he lives, his friends, etc. A broad educational background is necessary to meet the ever changing occupational fields; however, students often fail to see the relationships between the courses they are taking in school at the time they are taking them and the real world. Career Education can be a practical means of meeting the needs of these young people.

One of the major goals of education is to provide each student the opportunity to acquire the skills and attitudes necessary for him to make a livelihood regardless at which level of the educational system he leaves. The public school has a unique role to play in the development of these skills and to assist in the process of career decision-making for each individual.[1]

Career Education is an integrated planned approach of incorporating career information within the regular school subjects. It will relate the school subject to the world of work in such a way the student can best see an additional need and purpose for the subject. It should help provide further incentive for that student to get the most out of every discipline in his school day. In addition, it can help focus on the need for further study in related subject areas which will prove helpful for eventual career choices, interests, and life styles.

Career education is not a program for high school seniors in their last semester before they face the world of work. Choosing a career begins with knowing what is available, studying the possibilities, and experiencing the work situation first hand.

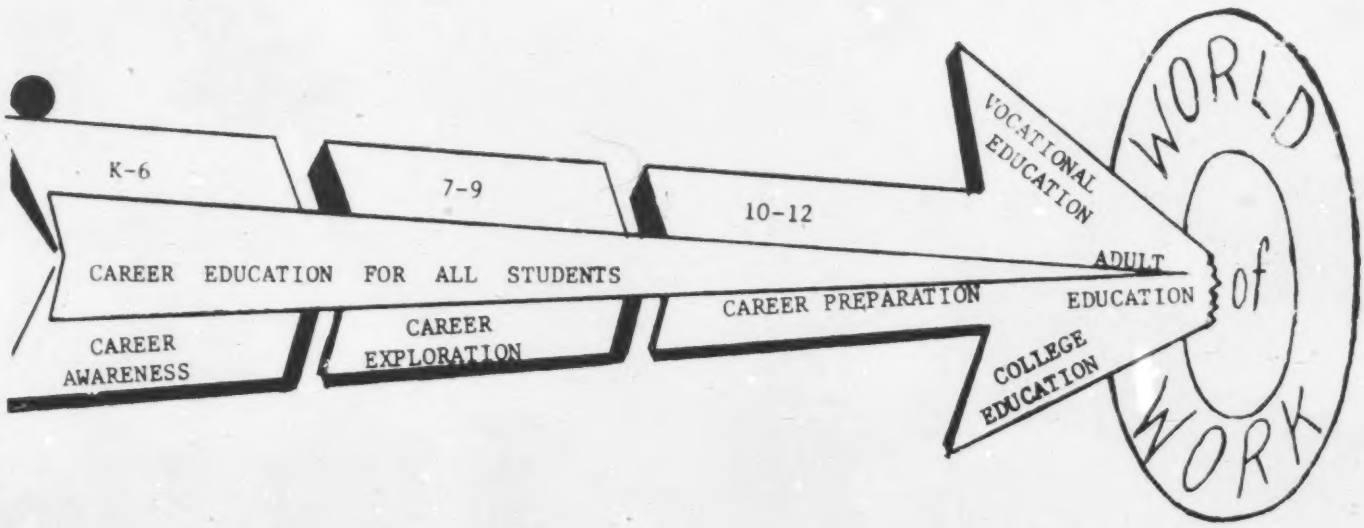
1. CAPES State Department of Education, Olympia, Washington

Pre-school children's play revolves around work roles, they are curious and open-minded to all possibilities. Elementary school is the period to make children aware that there are more possibilities than the fireman, policeman and postman. It is the beginning step in the developmental process of career choice. Junior high school students can explore areas of work in some detail that most interest them. They should be able to look at a job first hand, try it out, decide if it is what they assumed it would be. Through looking into these areas through regular school subjects, students will be able to make more realistic choices of high school subject areas, - those that will be most beneficial to their future aspirations.

Career education, then, focuses upon the importance of introducing adequate work-related experiences for children from the time they enter school. The intent is not to force a student into an early decision, but to give him a wide base of experience so that when he does make a decision, it will be a realistic one supported by a background of many experiences.

The program involves individual and group counseling opportunities throughout the students' schooling. Since most people who lose their jobs do so through interpersonal relationship problems, the counseling component will stress self awareness and understanding, cooperation and many other aspects necessary for social and occupational fulfillment. Specific occupational guidance is only one portion of the program objective. The larger goal is the student's understanding of those attributes necessary for a successful life.

The aim of career education is not to add to an already crowded curriculum, but to provide a way in which skills that are already taught can be associated with the world of work.



ELEMENTARY

CAREER AWARENESS: An on-going program integrated into the regular school curriculum utilizing all disciplines. The major emphasis is to take students into the community and to bring the community into the classroom. Self development and understanding is stressed. Activity and student involvement is the theme.

JUNIOR HIGH SCHOOL

CAREER EXPLORATION: Implementation of an inderdisciplinary "hands-on" Career Exploration and Orientation program. Utilization of a Career Guidance Center, community exploration and major subject area involvement.

SENIOR HIGH SCHOOL

CAREER PREPARATION: Skills training, an on-going program with classes in the following cluster areas:

Food Service
Marketing
Health Occupations
Mechanical and Repair
Service

A Career Guidance Center involving students, faculty and community in the career decision making process.

7

CAREER AWARENESS FORMAT - KINDERGARTEN

The purpose of Career Awareness is to develop an appreciation for the entire world of work throughout the United States. To insure a broad coverage of all aspects of work, the clusters developed by the United States Department of Health, Education and Welfare are employed. These are:

Business and Office
Consumer and Homemaking-Related
Communications and Media
Fine Arts and Humanities
Hospitality and Recreation
Environmental Control
Personal Service
Manufacturing
Transportation
Health
Public Service
Agri-Business and Natural Resources
Marine Science
Construction
Marketing and Distribution

Within these clusters a range of specific jobs is covered which are representative of similar jobs in other occupational areas and can also lead to discussion of other jobs in that specific industry. The intent is to show the relationships of these occupations with the specific job being studied.

Kindergarten will employ two methods of study. First, the class will use the American Guidance Service kit Developing Understanding of Self and Others (DUSO). The kit is described as follows: "The DUSO activities focus upon helping children understand themselves and others and, toward this end, make extensive use of a listening, inquiry and discussion approach to learning. The variety of activities includes role-playing, puppetry, group discussion, problem situations, supplementary reading suggestions, music and art." This kit is designed to provide activities every day or as often as the teacher desires. It can be used during the entire school year.

The second part of the Career Awareness study will begin the first semester with the units covering the "Introduction" and "School Workers". These might be used simultaneously as the teacher chooses. The class may use any of the remaining units throughout the school year. There is no set schedule and each teacher should decide when she/he wishes to use the materials.

Each unit in this curriculum has from five to fifteen activities. The activities are flexible and can be worked on a one-a-day basis or however the teacher wishes to introduce them. You as a teacher are to choose from among the activities those that best fit your teaching style and present curriculum. It is not anticipated that you will use all activities as time will probably not allow this, but it is hoped you will consider many of them. It is emphasized that one of the main purposes of the program is to show a relationship between school subjects and careers; therefore, the activities are designed to be taught within subject areas. Creating a "career subject" is discouraged.

The materials for these units are in your classrooms or may be requested at the Career Awareness office, 336-0945. If you wish resource speakers in any of your study areas, contact Boise School Volunteers, 336-1370, Ext. 281.

The Career Awareness curriculum is in a constant state of revision. If you have tried a successful activity that is not in this guide, let the Career Awareness office in on it. In turn, we will inform others. We are also looking for materials which enhance the educational program.

The success of any classroom-centered program depends on the involvement in your classroom. The purpose of our services is to help you become involved with a minimum of extra work. If we are not adequately providing this service, bring it to our attention.

CAREER AWARENESS -- OBJECTIVES

KINDERGARTEN

1. To develop a positive attitude of self worth.

2. To develop an awareness of others' rights and needs.

3. To develop an awareness of basic human values.

4. To develop ideas that respect, kindness and consideration contribute to effective living.

5. To develop an awareness of my strengths and weaknesses.

6. To develop an awareness of the similarities and differences in others.

7. To learn the responsibility of taking care of property, both mine and others.

8. To develop positive attitudes toward the world of work.

9. To develop the attitude that all work contributes to society and is meaningful.

10. To develop the attitude that cooperation in jobs at home leads to better family relationships.

11. To become familiar with jobs performed by members of the family.
    a. To be able to identify what father's work is and some of the tasks he performs at his job.

    b. To be able to identify what mother's work is and some of the tasks she performs on this job.

    c. To be able to identify other family members' work and some of the tasks they perform on their jobs.

12. To have some degree of knowledge of the work performed by parents of classmates.

13. To become familiar with the jobs of all employees of this school and the work they perform.

14. To become familiar with the vocabulary connected with job areas discussed.

15. To present appropriate occupational information for the models who protect our health and hygiene.

EVALUATION RATIONALE

The questions below may be used with any of the materials presented in the "Evaluation of Children" section of the Boise Public Schools' Kindergarten Handbook beginning on page 134.

1. Are the students learning to cooperate?
2. Are the students growing in self-confidence?
3. Are the students developing, inquiring and exploring attitudes?
4. Have students learned new vocabulary?
5. Did students ask questions freely?
6. Did students show leadership qualities?
7. Are students learning to use a variety of new materials?
8. Does the class show a greater interest in concepts presented?
9. Are pupils gaining facility in vocabulary?
10. Did students' interest increase as the units progressed?
11. Is there a marked degree of respect for jobs others do for us?
12. Are the children beginning to see the difference between fact and fantasy?
13. Do students realize the relationship of workers and those they render services for?
14. Is there an increasing awareness of the importance of work?
15. Are the members of the class showing an increased interest in class discussion?
16. Did the children enjoy the learning activities?
17. Do the children participate in role-playing and dramatizations?
18. Do the children speak of work in a positive manner?
19. Did the children enjoy the field trips?
20. Were there evidences of an improvement in study skills?
21. How many times did boys and girls change their choice of jobs?
22. Are the students able to work in small groups?
23. Do the children share props and job tools?
24. Do pupils' [illegible]oits reflect their pleasures of working together?

CREATIVE DRAMATICS

While dramatic play is spontaneous improvision on the part of the children based on their social emotional experiences, creative dramatics is a more formal mode of role-playing. The basic difference between the two is that in creative dramatics there is much more teacher guidance. The teacher may need to choose a book and discuss the characters with the children. The story is read or perhaps told to define narration and help recall the sequence of events. Then parts are chosen and ways of portraying the characters are discussed. Equipment needs to be decided upon: costumes, props, puppets, masks, etc.

It is wise to begin with a simple story and a limited number of characters. Children should not be made to feel "put on the spot" or be asked to "perform" for others. The dramatic activity should be as natural as possible wherein the teacher gathers a group of children together in one section of the room while others are busy working and playing. It could be done with the whole group if children who do not have a particular role at the moment can have the opportunity to contribute suggestions. In this way all children can feel involved and some are not just sitting and watching a performance.

The goal is not perfection or a polished skit, but rather the development of rich language experiences. Personal enjoyment on the part of the children should be a primary consideration.

Stories for simple dramatization:

Just Me, Ets)
Play with Me, Ets) mostly pantomime
Caps for Sale, Slobodkin)

The Three Bears, Brooke
The Three Little Pigs, Brooke
The Three Billy Goats Gruff, Blair
The Gingerbread Boy
Journey Cake Ho!
Ask Mr. Bear, Flack
Chicken Little
The Little Red Hen
All in the Morning Early, Sorche Nic Leodhas
Whistle for the Train, Golden MacDonald
The Box with Red Wheels, Maude and Miska Petersham
Who Took the Farmer's Hat?, Joan L. Nodset

BOOKS AND FILMS - KINDERGARTEN

BOOKS

The following list of books have stories dealing with people working. Discussion can be developed around the type of work, workers and the enjoyment of work.

The Little House, Burton

Corduroy, Freeman

The Little Engine That Could, Piper

What Do People Do All Day?, Scarry

Dear Garbage Man, Zion

Caps for Sales, E. Slabodkin

The Three Little Pigs, Leslie Brooke

The Shoemaker and the Elves, Grimm Brothers

Mother Goose and Nursery Rhymes, Moore

Pelle's New Suit, Beskow

Katy and the Big Snow, Burton

Mike Mulligan and His Steam Shovel, Burton

The House That Jack Built, Galdone

How People Live in the Big City, Stanek

Benny the Bulldozer, Hurd

The Little Red House, Skain

What I Will Be from A to Z, National Dairy Council

FILMS

Introduction: "City in Winter" --MP 1249
"Let's Visit a Shopping Center" --MP 1109

Grocery Department: "Story of the Wholesale Market" --MP 5291
"Behind the Scenes at the Supermarket" --MP 1021

Airline: "Airline Stewardess" --MP 5248

Postman: "Mailman" MP 1119

Fire Department: "Day with Fireman Bill" --MP 1043

KINDERGARTEN CAREER AWARENESS ACTIVITIES

1A. INTRODUCTION--SELF AWARENESS, Who Am I? KINDERGARTEN

CONCEPT

To be an active participant in our world, a person should have a positive self-image.

OBJECTIVE

To learn how each person is a special individual.

MATERIALS

Paper
Crayons
Tagboard
Mirrors
Ink pad
Magazines
Scissors

Books: Just Me, Ets
Stevie, Steptoe
Sam, Scott
New Boy in School, Justus
Peter's Chair, Keats

1A. INTRODUCTION--SELF AWARENESS, Who Am I?	KINDERGARTEN
ACTIVITY 1 **Name Recognition:** Each morning show the name cards and let children identify their names. When all the children can recognize their first names, change the cards to include middle name, last name and initials. The name series studied should also be applied to the child's cubbie.	MATERIALS 8" X 3" tagboard cards
ACTIVITY 2 Put children's names up around the room and have them locate their own name. Let children bring in snapshots of themselves (or you take individual pictures) and mount the picture next to the name.	
ACTIVITY 3 Make graphs comparing children's eye colors and hair colors.	Chart paper Wall mirror and several hand mirrors
ACTIVITY 4 Let each child measure his/her body length, waist, arms, legs and/or feet.	Adding machine Measuring tape
ACTIVITY 5 Let each child make his/her own thumb print and compare it to classmates.	Ink pad
ACTIVITY 6 Each child should draw a self-portrait and mount it on a large chart next to his/her name.	Construction paper Mirrors

1A. INTRODUCTION--SELF AWARENESS, Who Am I?	KINDERGARTEN
ACTIVITY 7 "On Any Saturday": After showing the students the action pictures, discuss what part of the body is being used in each activity. Lead a discussion with your students so they understand that their choices of activities are examples of physical characteristics; i.e., bike riding, painting, playing with trains, building sand castle, playing baseball.	MATERIALS
ACTIVITY 8 A Shape Game: Fold in half a square. Draw a shape on one side of the folded paper. Cut out the shape. (Students should have two shapes exactly the same.) Use a box to collect one shape from each student. Students write their names on the shape they still have. Pass the box around and let each child remove one shape from the box. Allow each child to move around the room to find the child who made the shape that he/she selected from the box. Discuss: Did all the shapes look alike? Why do you think the shapes looked different?	6" X 6" square for each child Scissors Pencils Shoe box

1B. INTRODUCTION--DEVELOPING GOOD HEALTH HABITS KINDERGARTEN

CONCEPT

Learning health rules is important for all children.

OBJECTIVE:

To learn the importance of a healthy body in addition to having a grasp of the basic health rules.

MATERIALS

Tagboard
Magazines
Paper plates
Scissors

"What I Do All Day"
Idaho Dairy Products Commission
1365 North Orchard
Boise, Idaho 83704

Food Models --Idaho Dairy Products Commission

Filmstrip: "Alexander's Breakfast Secret"

Cereal Institute, Inc.
135 South La Salle Street
Chicago, Illinois 60603

1B. INTRODUCTION--DEVELOPING GOOD HEALTH HABITS	KINDERGARTEN
ACTIVITY 1 Cut a large circle from tagboard and divide it into pie-shaped segments with a felt marker. In each segment place a "Health Rule" that could be applied to everyday hygiene and care. For example: 1) brush teeth, 2) take a bath, 3) wash face and hands. Place tagboard spinner in center of circle and let one student spin it each day. This student asks the "Health Rule of the Day" of all the others in the classroom to see if they have followed it themselves.	MATERIALS Tagboard
ACTIVITY 2 Sing about health rules to the tune of "All Around the Mulberry Bush": "This is the way we brush our teeth", etc.	"What I Do All Day" Idaho Dairy Products Commission 1365 North Orchard, Boise 83704
ACTIVITY 3 Act out good health habits around the theme "This Is How We Get Up in the Morning". Children lying down and take turns waking up and acting out a health rule. Others try to guess the rule.	
ACTIVITY 4 Make group charts to show health rules studied. Children mark next to their name if they used the health rule that day. Examples: "I brushed my teeth." "I combed my hair." "I washed my hands and face."	Chart paper

1B. INTRODUCTION--DEVELOPING GOOD HEALTH HABITS	KINDERGARTEN
ACTIVITY 5 Breakfast is an important part of our daily needs and a good way to start the day. The kit entitled "Alexander's Breakfast" has a filmstrip and lesson ideas.	MATERIALS "Alexander's Breakfast" --free from Cereal Institute, Inc. 135 South La Salle St. Chicago, Illinois 60603
ACTIVITY 6 Let children create a good breakfast by cutting out breakfast foods and pasting them on a paper plate.	Magazines Paper plates
ACTIVITY 7 "What's Wrong?": Place food cutouts on flannelboard for a good breakfast and include a food that is inappropriate such as ice cream, salad or green beans.	Food models
ACTIVITY 8 Let children plan their own noncooked breakfast and have breakfast at school.	Paper plates Bowls and spoons Toasters Foodstuffs
ACTIVITY 9 Make a cereal box collage letting children bring in front panels of their favorite cereal and mount all of them on a large sheet of chart paper.	Chart paper

1C. INTRODUCTION--AS A GROUP MEMBER — KINDERGARTEN

CONCEPT

The performance of any member of a work group can affect the group's performance.

OBJECTIVE

To allow the children the opportunity to see themselves as a productive member of the class and that their work effort affects the class.

MATERIALS

Chart paper

1C. INTRODUCTION--AS A GROUP MEMBER	KINDERGARTEN
ACTIVITY 1 Refer to group mural of each individual self-portrait and discuss ways they act as one group.	MATERIALS
ACTIVITY 2 Establish a "Helper Chart" with each child's name. The children mark next to their name whenever they help with treats.	Chart paper
ACTIVITY 3 Pose situations to the class group related to classroom work situations and let them evaluate how they worked together. Here are some suggested discussion questions: 1) What would happen if Paul built a tall building he was very proud of and David came in the block room and knocked it over? 2) Sally and Bonnie were playing in the house area and at clean-up time Sally didn't want to help Bonnie straighten up the area. 3) What would happen if you were selfish and didn't share any trucks? 4) Would you like it if someone painted on your picture? 5) Can you get more work done as a group or by yourself? Why? 6) How can we help each other?	

2. SCHOOL WORKERS — KINDERGARTEN

CONCEPTS

Schools have many people who help children. Children can help school workers do their jobs more easily. Teachers help children learn about their world. Counselors help children understand themselves better. The principal helps the teachers and makes sure the school runs properly. The secretary helps the principal; she types letters and answers the phone. The custodian keeps the school neat and clean. The librarian keeps our library in order, checks out books, reads stories and orders new books. Special teachers help children with special subjects or children who need special help. The cooks prepare and serve food. Bus drivers bring children to school, take them home and take classes on field trips. Each school worker has an important part in helping make the school a good place for children to learn. Each school worker must learn how to do his/her job well.

OBJECTIVES

To allow the children the opportunity to familiarize themselves with the teaching and nonteaching people in the school. To allow the nonteaching help to explain to the children what their jobs are in school.

19

MATERIALS

Camera
Basic floor plan of your school
on large chart paper
Supplies and tools used by
various school workers
Snapshots of teachers
Large playground balls

Field trip: school tour

Resource People: Teachers
Principal
Cooks
Custodian
Librarian

Books: I Want to Be a Librarian --Children's Press
What Will I Be From A to Z? --National Dairy Council
(page 13)

23

2. SCHOOL WORKERS	KINDERGARTEN
ACTIVITY 1 Take several walking tours of the school. Watch for people working at jobs. After each tour, make a list of school workers seen on the trip. Take slides or pictures of school helpers at their jobs.	MATERIALS Field trip: school tour
ACTIVITY 2 Discuss walking tour and pictures, if available. Try to gear discussion to importance of each person's job to the school. Have supplies and tools each worker uses; i.e., map, typewriter, pan, book. Let children identify each job with the tool. Children can act out different jobs.	Tools of school workers
ACTIVITY 3 Show the basic floor plan of your school to the class. Mark each of the work areas visited. Have cutouts of workers ready to paste on the chart.	Floor plan of school Cutouts of workers
ACTIVITY 4 Invite the school workers to your room during snack time for a friendly visit. Let them talk with the children.	Resource persons: School workers

2. SCHOOL WORKERS	KINDERGARTEN
ACTIVITY 5 Show pictures of the teachers in your school. (If this is not possible, use magazine pictures.) Without telling the children who is depicted in each picture, state that all of these people have something in common. Children elicit answers from you. Teacher input should be limited to comments relating to job description.	MATERIALS Photographs
ACTIVITY 6 Invite two or more teachers to come to class and share what they like about being a teacher and what they do in their work.	Resource persons: 2 teachers
ACTIVITY 7 Play game "Teacher Ball". Form children into groups of 6 - 8 students. Each group forms a line. One in the group is the "teacher" and stands in front of his/her line, about 8 - 10 feet away. "Teacher"tosses ball to each child in turn. As each player receives the ball, he/she tosses it back to the teacher. If teacher misses, he/she goes to the foot of the line and the child at the head of the line becomes "teacher".	Large playground balls, one for each 6 - 8 students
ACTIVITY 8 Invite the principal to come to the class and talk about his/her job. Let him/her guide a tour of his/her office.	Resource person: School principal

ACTIVITY 9

If you use the Scholastic Book Club program, you may wish to use all the free dividends to set up a special "Kindergarten Corner" in your school library. The librarian can help instruct the children in caring for the books and checking them out.

MATERIALS

3. WHAT IS WORK? KINDERGARTEN

CONCEPTS

All people work. People do different kinds of work. All work is meaningful. Work is pleasant and satisfying.

OBJECTIVE

To become aware of the variety of ways people work. To learn that not all workers get paid for the jobs they do.

MATERIALS

Magazines
Charts with children's listing of
"Jobs I Do at Home"
Construction paper
Scissors
Paste
Camera

Field trip: neighborhood walk

3. WHAT IS WORK?	KINDERGARTEN
ACTIVITY 1 Cut out pictures from magazines showing people working. Let children tell what kind of work each person is doing. Have several children pantomime working while the rest of the class guesses what they are doing. Ask, "Now who can show a way that you work at home?" Give several children a chance to show working at home. Ask other children to guess what the actor is doing. Make a list together of "Jobs I Do at Home". List them on chart paper for future reference.	MATERIALS Pictures from magazines Chart paper
ACTIVITY 2 Review the chart "Jobs I Do at Home". Discuss why you work at home. Point out that workers do not always get paid; i.e. housewife, father who mows lawn. Let each child trace his/her own hands and cut out. Paste them on a large piece of paper and have each child dictate a sentence about the job his/her hands do at home.	Scissors Paste Construction paper
ACTIVITY 3 Let children take pieces of construction paper home. Each child should trace one of his/her parents' hands and mount them on a larger piece of paper. The parents can help the child write the job description.	Construction paper

3. WHAT IS WORK?	KINDERGARTEN
ACTIVITY 4 Discuss how parents' jobs around the house help the family. Discuss necessity of everyone helping, even though there is no "dollar pay".	MATERIALS
ACTIVITY 5 Have students bring one type of tool a worker would use and tell about it in front of the class. (References can be to parents' jobs or community workers; i.e. fireman--hose, housewife--broom, banker--money, etc.)	
ACTIVITY 6 "Who Did You See?": Ask students what type of workers and/or tools they saw on the way to school. List them on the board or chart paper. Ask the class to look each day.	
ACTIVITY 7 With a small group of children (5 or 6) walk down one block of your school neighborhood. Take pictures of anyone you see working. Have the students tell the rest of the class about the jobs they saw.	Camera

4. JOBS OF THE COMMUNITY--INTRODUCTION — KINDERGARTEN

CONCEPT

Many workers provide goods and services to our families.

OBJECTIVE

To give the children an opportunity to see community workers on the job and to let children role-play a variety of job roles.

MATERIALS

Unit blocks and accessories
Construction paper
Crayons
Scissors
Paste
Urban panorama --Idaho Dairy Products Commission

Film: "City in Winter" --IMC

Books: How People Live in the Big City --Stanek
A Big City --Brossbart

Record: "Sounds of the City" --Osco Drug

4A. JOBS OF THE COMMUNITY--INTRODUCTION	KINDERGARTEN
ACTIVITY 1 Show the class the urban panorama and discuss parts of the picture that show where people work. Ask children if Boise has any of these working places. After discussion, invite children to make a city in the block area to include working places discussed. Be ready to add signs to the children's buildings.	MATERIALS Urban panorama available free from Idaho Dairy Products Commission Unit blocks
ACTIVITY 2 Refer to urban panorama and ask children to locate ways people in the city move: train, plane, bus, taxi, car, foot, bike. Have children identify "transportation" workers. Let them incorporate "transportation" into their block city.	Cars, trucks, buses People figures
ACTIVITY 3 Have children share sounds of the city. If they think they can "hear" any sounds when looking at the urban panorama, have them share them with the class.	Record: "Sounds of the City" --Osco Drug, 984
ACTIVITY 4 Mount a large piece of white chart paper (2 widths taped together) with blue chart paper, along the top. Tell the children that they are going to make a map of a city. Discuss what needs to be put on the paper to make it a city. After the teacher draws one road, let the children come up and add several. At an activity center let the children draw and cut out buildings, people, workers and transportation vehicles to be pasted on the large mural. This activity can be elaborated on daily. Numerous map reading skills can be incorporated.	

4B. JOBS OF THE COMMUNITY--TRANSPORTATION KINDERGARTEN

CONCEPTS

Students will gain a knowledge of the various components of transportation. Students will become more familiar with various workers in transportation and their duties. Students will gain more understanding of the importance of transportation in our communities.

OBJECTIVES

To acquaint children with buses, taxis and airplanes as modes of travel and the workers associated with these.

MATERIALS

Manilla paper
Refrigerator box
Hollow blocks
Suitcases
Baggage claim tickets
Bottle caps
25¢ round trip fare
Stove boxes
Chart paper
Paint and brushes
Poster paper
Magazines
Bus transfers, Boise-Winnemucca Stages

Song: "Wheels on the Bus"

Resource people: Taxi cab drivers (Red Top Cab: 336-1640)
(Taxi Cab Co., Inc.: 345-3535)

Field trips: Boise Airport
Boise-Winnemucca Stages

4B. JOBS OF THE COMMUNITY--TRANSPORTATION, Bus Driver	KINDERGARTEN
ACTIVITY 1 Schedule a round trip ride on the Boise-Winnemucca Stages, Inc. A special 25¢ rate is available by calling the office at 342-9373. Let each child drop in the fare and receive a transfer. Point out bus stops, change box and bell system.	MATERIALS 25¢ for round trip fare
ACTIVITY 2 In class discuss sights of city seen on the bus. Discuss job of bus driver, what tools he/she needed and how the job helps people. Invite children to make their own bus using large hollow blocks.	Hollow blocks Bottle caps Transfers, available free from Boise-Winnemucca stages
ACTIVITY 3 Sing "Wheels on the Bus". For one version only sing about the things the bus driver does.	

4B. JOBS OF THE COMMUNITY--TRANSPORTATION, Taxi Driver	KINDERGARTEN
ACTIVITY 1 Invite a local taxicab to visit your school.	MATERIALS Red Top Cab: 336-1640 Taxi Cab Co., Inc.: 345-3535
ACTIVITY 2 Compare how the jobs of the drivers are alike and different.	
ACTIVITY 3 Let the children make taxicabs of stove boxes from local furniture dealers.	Stove boxes

4B. JOBS OF THE COMMUNITY--TRANSPORTATION, Airport	KINDERGARTEN
ACTIVITY 1 Arrange for a field trip at a time when a flight is due to land. Have the children look for jobs people are doing at the airport. If possible, take pictures of workers. Have a list of workers printed up for each mother who has a group of children and ask her to point out the workers: parking lot attendant, taxi cab drivers, ticket agents, security police, pilots, restaurant workers, baggage men, etc. If time allows, let each child draw a part of the airport he/she liked while still at the airport. The pictures can be colored at school, then mounted to show various aspects of the airport.	MATERIALS Manilla paper Pencils
ACTIVITY 2 Let children construct an airplane from a large refrigerator box. First have them list what they need to do to the box to change it into an airplane.	Refrigerator box Hollow blocks
ACTIVITY 3 While as a group discuss what workers will be needed to make an airport in the room. Have the children tell what props they will need. Let the children use tools and props related to the airport unit and set up their own "airport".	Suitcases Baggage claim tickets Construction paper Bottle caps

4B. JOBS OF THE COMMUNITY--TRANSPORTATION, Airport	KINDERGARTEN
ACTIVITY 4 Show film "Stewardess" and talk about how the worker helps passengers.	MATERIALS Film: "Stewardess" --IMC
ACTIVITY 5 Mount a large sheet of chart paper and let the children paint airplanes.	Chart paper Paints and brushes
ACTIVITY 6 Make paper airplanes.	Lightweight poster paper
ACTIVITY 7 To the tune of "A Train Is A-Coming", change the words to fit the airplane unit.	Music Book, Kindergarten
ACTIVITY 8 "What Will I Take?": Have folded pieces of construction paper, with paper handles attached, available to each child. Let children cut out pictures of items they could pack to go on a trip.	Magazines Construction paper Scissors Paste

4C. JOBS OF THE COMMUNITY--MARKETING AND DISTRIBUTION, Grocery KINDERGARTEN

CONCEPTS

Food store workers are important economic members of the community. The work in a food store requires a variety of skills and training. A market has a vast number of products, not just food.

OBJECTIVES

To show the children the variety of work in a grocery store and actually allow them to experience stocking and shopping in a mock situation.

MATERIALS

2 play telephones
Tagboard
Cash register
Paper bags
Empty food cartons and cans
Food Models --Idaho Dairy Products Commission
Card chart
Magazines
Scissors
Lunch sacks
Cash register tapes
Play money

Resource person: grocery store manager

Field trips: Albertsons or Safeway Food Stores

4C. JOBS OF THE COMMUNITY--MARKETING AND DISTRIBUTION, Grocery	KINDERGARTEN
ACTIVITY 1 Take a field trip to Albertson's or Safeway emphasing the meat department, produce department and bakery department workers. It would be advisable to let the store know that you want to see what the workers do and what tools they use.	MATERIALS Field trip to Albertson's or Safeway
ACTIVITY 2 Have children act out various jobs they saw done at the store.	
ACTIVITY 3 Children can start bringing empty cans and boxes to stock their "store". Set up a space near the "housekeeping area" for the children's store.	"Open" and "Closed" signs Empty boxes and cans Cash register Paper bags 2 telephones
ACTIVITY 4 Let children pretend they are stocking the store and classify food cutouts by departments: meat, bakery, produce.	Food cutouts available free from Idaho Dairy Products Commission Card chart
ACTIVITY 5 "Let's Go Shopping": Give each child a paper bag and tell him/her to go shopping and fill the bag with groceries. (Children will paste food products on the front of the sacks.) The finished project can be mounted on a bulletin board.	Lunch sacks cut in half Magazines

ACTIVITY 6

Invite the store manager to your classroom and have him bring the price marking materials used in the grocery store. Have all canned goods and empty boxes available for pricing.

MATERIALS

Resource person: store manager

4D. JOBS OF THE COMMUNITY--HEALTH AND HYGIENE — KINDERGARTEN

CONCEPTS

Doctors help people stay healthy and provide treatment for people who are injured or ill. Dentists help people learn to care for their teeth and provide treatment for tooth decay and other teeth and mouth problems. Hospital shave many workers who help people who are injured or ill. Barbers and hairdressers help men and women look more attractive. Sanitation workers help keep our city neat and clean by collecting trash and doing other clean-up jobs.

OBJECTIVES

To show the children that there is a variety of jobs that relate to health and hygiene, w' at some of these workers do and why their work is important.

MATERIALS

Crayons
Old magazines
Long sheets of paper
Scissors
Paste or glue
Empty pill jars
Nurses' hats
Stethoscope
Doctor's kit
Nurse's kit
Cot
X-rays
White long-sleeved shirts
Paper cups
Dental bibs
Pocket combs
Rollers and clips
Hand mirrors
Empty hair spray cans
Towels
Empty shampoo bottles
Large hood dryer
Empty razor
Cans of shaving cream

Film: "Community Keeps Healthy" --MP 1036 IMC

Filmstrips: "Hospital Workers" --SVE (CA Center)
"Happy Tooth"

Field trips: Local beauty shop (if desired)

Resource persons: Idaho Ambulance driver
Dental hygenist, Mrs. Erbo
Dentist
Doctor
Barber
Beautician

4D. JOBS OF THE COMMUNITY--HEALTH & HYGIENE, Doctors Dentists	KINDERGARTEN
ACTIVITY 1 Show the filmstrip "Hospital Workers". Have children count the number of different workers they see. Record the number. Show the filmstrip again, without sound, and talk about the pictures. Try to think of other workers who might help to keep use healthy.	MATERIALS Filmstrip: "Hospital Workers" --SVE (CA Center)
ACTIVITY 2 Set up a doctor's office near the housekeeping area. Let the children explore materials and set up their own office. After the day's role-playing discuss what jobs the children acted out and what tools they used.	Cot Doctor's kit Nurse's kit Nurses' hats Claire's uniform Shop Empty pill jars
ACTIVITY 3 Invite a doctor to come and speak to the class. Ask him/her to bring instruments, X-rays, etc. or Invite school nurse to speak to the class. Show doctor's instruments, X-rays (if possible). Doctor or nurse could make suggestions to help children stay healthy. Be sure to leave time for children to ask questions.	Resource person: Doctor or School nurse Stethoscope Other instruments X-rays White long-sleeved shirts to be buttoned down back for surgical gowns

4D. JOBS OF THE COMMUNITY--HEALTH AND HYGIENE, Doctors, Dentists	KINDERGARTEN
ACTIVITY 4 Invite an ambulance driver to school. He will show the class the various parts of the ambulance, demonstrate the stretchers, sirens and walkie talkies. Ask the driver to demonstrate the space blanket and then donate it to the children for use in role-playing.	MATERIALS Resource person: Idaho Ambulance driver
ACTIVITY 5 Let the children build an ambulance with the hollow blocks.	Hollow blocks
ACTIVITY 6 Invite a school dental hygienist to come and talk about dental hygiene.	Resource person: Dental hygienist, Mrs. Erbo
ACTIVITY 7 Invite a local dentist to come and talk about his/her job, show his/her instruments, teeth X-rays, and talk about good snacks.	Resource person: dentist
ACTIVITY 8 Discuss visits to the dentist the children have made. Give children an opportunity to play at being a dentist and dental hygienist.	Paper cups Dental bibs (generally available free from your local dentist)
ACTIVITY 9 Show the filmstrip "Happy Tooth".	Filmstrip: "Happy Tooth"

4D. JOBS OF THE COMMUNITY--HEALTH AND HYGIENE, Doctors, Dentists	KINDERGARTEN
ACTIVITY 10 Have children cut out examples of "good treats" and "gooey snacks". Take an apple and a marshmello as examples of good and gooey snacks. Cut the apple in half and show how easily the knife can be wiped clean with your fingers just as your lips and tongue can clean off your teeth. Then demonstrate how the marshmellow sticks to the knife.	MATERIALS Magazines Marshmellow Apple Knife

4D. JOBS OF THE COMMUNITY--HEALTH AND HYGIENE, Barbers, Hairdressers	KINDERGARTEN
ACTIVITY 1 Discuss the work of the barber and the hairdresser or beauty operator. Consider: How do these workers help people? Why do people go to barbers and beauty shops? What do these people do? (Let children share their experiences.) Let children play at being a barber or hairdresser. Stress the importance of using their own combs, washing hands when they are finished. It will be important for the teacher to keep combs, brushes and rollers clean.	MATERIALS Pocket combs Hand mirrors Rollers and clips Empty hair spray cans Empty shampoo containers Towels Large hood dryer Empty shaving cream cans Razor (without blade) Scissors made from heavy construction paper
ACTIVITY 2 Invite a barber to come and talk about his/her work, maybe even trim a student's or another teacher's hair. (If you have a student's hair trimmed, be sure to get parent's permission first.) Encourage children to ask questions.	Resource person: barber
ACTIVITY 3 Invite a beauty operator to come and talk to the children, maybe set or comb one student's hair. Discuss grooming for children.	Resource person: beautician

4D. JOBS OF THE COMMUNITY--HEALTH AND HYGIENE, Sanitation Workers	KINDERGARTEN
ACTIVITY 1 Show and discuss the film "Community Keeps Healthy". See how many different kinds of workers the children can name that were seen in the film. If possible, show large pictures of uncollected garbage. Ask: What is the problem here? What can be done about this problem? Who can help?	MATERIALS Film: "Community Keeps Healthy" --MP 1036 IMC (11 min. color)
ACTIVITY 2 Find out what time the garbage is collected at school. Arrange to watch the pick-up and talk to the drivers about their work.	
ACTIVITY 3 Show and discuss the film "Community Keeps House". Discuss how people can help keep our city neat and clean. How can we keep our school clean? Clean up the room. Do some picking up around the school.	Film: "Community Keeps House" --MP 1037 IMC (11 min. color)
ACTIVITY 4 Make a large collage from litter picked up from the school playground.	

4E. JOBS OF THE COMMUNITY--PUBLIC SERVICE KINDERGARTEN

CONCEPTS

Firemen are important people who work hard to protect us from fires. We can help them by observing fire safety rules. Workers in the postal service provide a valuable service in making it possible for us to correspond with people who live far and near.

OBJECTIVES

To give the children a better understanding of the service performed by the firemen and postal workers.

MATERIALS

2 refrigerator cartons
Scrap piece of hose
Fire hats
Lunch sacks
Cardboard boxes
Envelopes

Field trips: Fire Department
Post Office

Filmstrip: "Ninety Billion Raindrops" --School Library

What Do People Do All Day? --Scarry

Resource person: Fireman (Fire Dept.: 343-4623)

4E. JOBS OF THE COMMUNITY--PUBLIC SERVICE, Fireman	KINDERGARTEN
ACTIVITY 1 Arrange for a field trip to the local fire department.	MATERIALS Field trip: Fire Department
ACTIVITY 2 Invite a fireman to come to the room and show his uniform. The fire department has films dealing with fire safety that they show when visiting classrooms. Request that the visiting fireman bring a sample uniform for children to model.	Resource person: Fireman (Fire Dept.: 343-4623)
ACTIVITY 3 Request that the Fire Department bring out engine #13 for the children to ride on.	
ACTIVITY 4 Arrange to have a fire drill practice at school to demonstrate the proper way to exit the room.	
ACTIVITY 5 Let children create a fire truck from a large refrigerator carton. Let the children paint the truck and add ladders, wheels, lights, etc.	Large refrigerator carton Scrap piece of hose Fire hats
ACTIVITY 6 Make paper fire hats.	

4E. JOBS OF THE COMMUNITY--PUBLIC SERVICE, Fireman	KINDERGARTEN
ACTIVITY 7 Encourage the children to build a "block city" and add fire engines for dramatic play.	MATERIALS What Do People Do All Day? --Scarry

4E. JOBS OF THE COMMUNITY--PUBLIC SERVICE, Postman	KINDERGARTEN
ACTIVITY 1 Show filmstrip "Ninety Billion Raindrops" and discuss jobs people have and how the Post Office helps our families.	MATERIALS Filmstrip: "Ninety Billion Raindrops --School Library
ACTIVITY 2 Set up a post office in the classroom. Stand a refrigerator carton upright and cut one slit for each child, labeling the mail slot with the child's name. Behind each slit tape a lunch sack to catch the mail.	Refrigerator carton Lunch sacks
ACTIVITY 3 Have several mailboxes set up around the room for the children to mail letters.	Cardboard boxes
ACTIVITY 4 Set up a post office lobby to sell "stamps".	
ACTIVITY 5 Let children send letters to classmates. Provide envelopes and drawing paper.	Envelopes
ACTIVITY 6 Let children act out jobs of postal service.	

4E. JOBS OF THE COMMUNITY--PUBLIC SERVICE, Postman	KINDERGARTEN
ACTIVITY 7 Plan a trip to the local Post Office.	MATERIALS Field trip: Post Office

5. CULMINATION PROJECTS KINDERGARTEN

CONCEPTS

There is a great variety of occupations in each community. Some involve work indoors and some outdoors. Some have special costumes and some have special tools. The variety of jobs in the community is what makes it possible for a community to provide all the goods and services its people need.

OBJECTIVES

To review and remind children of the various workers studied, the jobs they perform and their importance to the community.

MATERIALS

Materials for puppets

Paper for worker costumes

5. CULMINATION PROJECTS	KINDERGARTEN
ACTIVITY 1 Make puppets of various jobs studied. Give each child a puppet and have him/her tell students what jobs it does and how it helps people.	MATERIALS
ACTIVITY 2 "What's My Line?": Whisper an occupation to a student and have the class guess what it is by means of questioning the "worker".	
ACTIVITY 3 Worker Day: Have a costume day. Children may come dressed as workers. (You may invite mothers in one afternoon to make paper costumes for their children.)	
ACTIVITY 4 Indoor-Outdoor: Name an occupation and have the children determine whether it involves work indoors or outdoors or both.	
ACTIVITY 5 Explain to the children they are to pretend they are where you say they are. They must tell you all the things that the people there are doing and who the people are who are doing them. Present the following situations: You are at a grocery store. You are in a post office. You are at a laundermat. You are in a cafeteria You are in a dentist's office. You are in a hospital. You are in (name a local attraction such as museum, park, etc.). Use as many as time and interest permit.	

5. CULMINATION PROJECTS	KINDERGARTEN
ACTIVITY 6 Trade Tools: Tell the children they are going to think of things people might use in their occupations. Ask them what a barber might use besides hair clippers. Call on a volunteer and ask him/her to name all the things he/she can think of and to make complete sentences: "A barber also uses hair tonic, shampoo, a comb, a brush and scissors." Continue to ask questions similar to the following: 1. Name some things a farmer might use besides a pitchfork. (rake, bucket, hoe, tractor, plow, fertilizer, combine) 2. Name some things a musician might use besides a drum brush. (music stand, sheet music, instrument case, piano, trumpet, trombone, drums) 3. Name some things a doctor might use besides a doctor's bag. (cotton, thermometer, scale, pencil, paper) 4. Name some things a maid might use besides a vacuum cleaner. (dust-cloth, broom, dustpan, soap, bucket, iron) 5. Name some things a gardener might use besides a rake. (hoe, hedge clippers, shovel, bucket, flower pot)	MATERIALS
ACTIVITY 7 Play "Community Minus One". Dramatize by having children choose occupations. Take away one occupation. What effect does this have on the community?	